



## Creating the Campus Wheel of Wellness

MICHAEL R. MANTELL, PH.D.  
[DRMANTELL@ME.COM](mailto:DRMANTELL@ME.COM)  
 619-743-2555

**“TH EA MO”**

---

---

---

---

---

---

---

---

### + Let's Begin with You

- Here's my challenge for you...
- Are you truly ready to do something extraordinary with your gifts and talents?
- Are you truly ready to blow the doors off of “campus health as usual”?
- Are you truly ready to make a difference in the world... and a world of difference?
- Are you truly filled with care, love, fun, heart, honor and happiness?

---

---

---


---

---

---

---

---



*“The evidence is irrefutable: there has never been a more critical time to enhance the health and wellness of the American people.”*  
 Dr. Bernadette Melnyk

- Participants will identify five accepted dimensions of a campus wellness culture:
  - Shared values
  - Cultural norms
  - Touch points
  - Peer support
  - Climate
- Participants will identify and understand how to implement a community behavior change program using oft-cited models, for example, the AMSO model:
  - Awareness
  - Motivation
  - Skills
  - Opportunities
- Participants will focus on a specific example of a community wellness intervention:
  - Stress prevention, not stress management
  - The link is what you think
  - Why manage what you can prevent?

---

---

---

---

---

---

---

---

**Gallup-Purdue Study 2014**

Just 3% of all college graduates say they had all six of the experiences that strongly relate to whether they felt their colleges prepared them well for life and that might have bettered their chances of receiving their degrees on time...

These 6 experiences have a strong relationship to long-term life outcomes including well-being...

- The “Big 6”
- 1. I had at least one professor who make me excited about learning **63%**
- My professors cared about me as a person **27%**
- I had a mentor who encouraged me to pursue my goals and dreams **22%**
- I worked on a project that took a semester or more to complete **32%**
- I had an internship that allowed me to apply what I was learning in the classroom **29%**
- I was extremely active in extracurricular activities and organizations **20%**

---

---

---

---

---

---

---

---

**MINNESOTA STATE UNIVERSITY MANKATO**  
Big ideas. Realworld thinking.

- Wellness is an **active**, lifelong **process** of becoming aware of **choices** and making **decisions** toward a more **balanced** and **fulfilling life**.
- Overall, wellness is the ability to live life to the fullest and to maximize personal potential in a variety of ways.
- Wellness places responsibility on the individual; it becomes a matter of self-evaluation and self-assessment. Wellness involves continually learning and making changes to enhance optimal health and wellness.

---

---

---

---

---

---

---

---

**Scientific Report of the 2015 Dietary Guidelines Advisory Comm.**

- 50% of Americans have one or more preventable, chronic diseases
- 66+% have “overbesity”

**Poor dietary patterns**

**Overconsumption of calories**

**Physical inactivity**

**Personal, social, organizational and environmental contexts and systems strongly influence individual nutrition and physical activity behaviors**

---

---

---

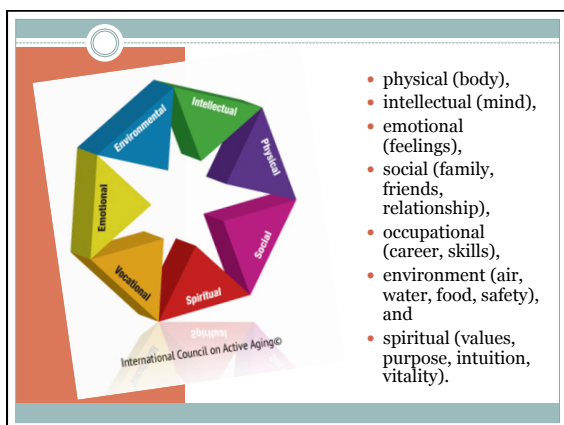
---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---



## Cultural Norms

In a wellness culture,  
healthy lifestyles are  
“the way we do things  
around here.”

HEALTHY CULTURE .com  
A service of the Human Resources Institute, LLC

---

---


---

---

---

---

---



## Cultural Touch Points

In a wellness culture,  
formal and informal  
policies and procedures  
make the healthy choice  
the easy choice.

HEALTHY CULTURE .com  
A service of the Human Resources Institute, LLC

---

---


---

---

---

---

---



## Healthy Lifestyle Norms

Be physically active	Eat a healthy diet	Be safe
Avoid tobacco, alcohol and other drug abuse	Use preventive medicine	Socialize with friends and family
Sleep at least 7 hours per day	Practice stress management	Maintain a healthy weight

HEALTHY CULTURE .com  
A service of the Human Resources Institute, LLC

---

---

---

---

---

---

---

**Peer Support**

**In a wellness culture,  
people effectively  
support each other in  
achieving their lifestyle  
goals.**

HEALTHY CULTURE .com  
A service of the Human Resources Institute, LLC

---

---

---

---

---

---

---

**Health and Wellness Programs  
That Foster Peer Support**



Team sports	Support groups
Group participation games and challenges	Wellness mentor, peer support and wellness buddy initiatives
Open enrollment to family members, housemates and/or friends	Educational content and self-help programs that recommend peer involvement

HEALTHY CULTURE .com  
A service of the Human Resources Institute, LLC

---

---

---

---

---

---

---

**Cultural Climate**

**In a wellness culture,  
people work and play  
well together.**

HEALTHY CULTURE .com  
A service of the Human Resources Institute, LLC

---

---

---

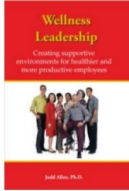
---

---

---

---

## Leadership Skills for Creating a Wellness Culture



Share the wellness vision

Serve as role models

Align cultural touch points

Monitor progress and celebrate success

HEALTHY CULTURE.com  
A division of The American Research Institute, LLC

---

---

---

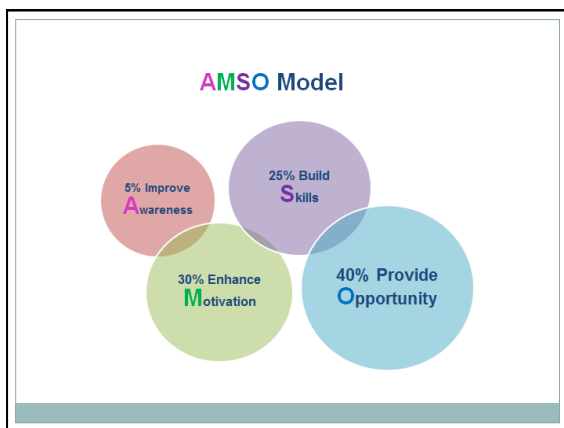
---

---

---

---

---




---

---

---

---

---

---

---

---

### AM

- Awareness 5%
- Awareness helps us make the link between behavior and health. Insufficient by itself, an awareness campaign tailored to campus interests is often necessary and will help build support for change. (E.g. HRAs, health fairs, posters, brown bags)

- Motivation 30%
- Moving beyond awareness, motivation links our passion to our health. Motivating programs answers the question "What's in it for me?" Motivated people will do what is necessary to learn, gain skills, and create opportunities. (E.g. incentives to get people started, motivational interviewing)

---

---

---

---

---

---

---

---

SO

- Skill Building 25%
- The third element of effective health promotion, skill-building, is telling people how, when, where and with whom to make the desired change. This means creating opportunities for experiential learning and practice overcoming barriers. (E.g. preparatory clinics, setting performance goals or action plans, coaching.)

- Opportunity 40%
- Providing opportunities means providing access to an environment that makes choosing the healthy choice as campus cultural norms support making healthy choices, campus members have more opportunities to change. Healthy campus policies, environments and procedures are one way to shape these norms. (E.g. safe, convenient stairways, smoke-free campuses, healthy cafeteria offerings)

---

---

---

---

---

---

---

---

**+ Dietary Guidelines for Americans 2015**

- Individual Diet and Physical Activity Behavior Change
  - In order for this to be fully implemented, motivating and facilitating behavioral change at the individual level is required.
  - Reduce screen time
  - Reduce the frequency of eating out at fast food restaurants
  - Increase shared meal time
  - Increase self-monitoring of diet and body weight
  - Increase effective food labeling to target healthy food choices
  - Increase comprehensive lifestyle interventions and nutritional counseling
- These goals require changes at all levels of the social-ecological model through coordinated efforts among health care and social and food systems

---

---

---

---

---

---

---

---

**Precontemplation**

- Unconditional acceptance
- Indirect comments

**Contemplation**

- Enhance Behavioral Efficacy
- Enhance Self Efficacy
- Expose Social Networks
- Aspirational Goal Setting

**Preparation**

- Learning Goal Setting
- Enhance Self Efficacy – belief one can succeed in the performing the behavior
- Enhance Behavioral Efficacy – belief that a behavior leads to desired outcome
- Introduce to Social Networks

**Action**

- Performance Goal Setting
- Skill Building
- Engage in Social Networks

**Maintenance**

- Maintain Social Networks
- Offer Leadership Opportunities
- Reinforce Self Efficacy
- Reinforce Behavioral Efficacy

**Strategies for Stages  
of Motivational  
Readiness**

---

---

---

---

---

---

---

---

Wearables as an Example  
Key Advantages

- **High touch:** can engage daily instead of once per month/quarter initiatives or once per year assessments.
- **Low maintenance:** action item is to simply wear the device.
- **Fun and Social:** more apt to participate when you offer engaging social interactions with challenges and natural competition.
- **Motivating:** receive constant feedback, which allows them to see and feel the benefits themselves. This taps into the intrinsic motivation needed for lasting change.
- **Unifying:** multiple locations and departments can come together in competition, building camaraderie and campus culture.
- **Data-driven:** University or College can incentivize on measurable and actionable behaviors.

---

---

---

---

---

---

---

**+ Make Them Work on Your Campus**  
It's important to...

1. Select the right device(s) for your employee population
2. Build a long-term engagement strategy by:
  - Gaining leadership commitment
  - Clearly communicating and promoting
  - Determining the proper incentive structure
  - Creating new social interactions
  - Setting reasonable goals for employees
  - Evaluating administrative capabilities

---

---

---

---

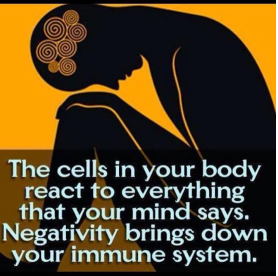
---

---

---

**Why Manage What You Can PREVENT?**

• **The Link is What You Think**



The cells in your body react to everything that your mind says. Negativity brings down your immune system.

---

---

---

---

---

---

---






---

---

---

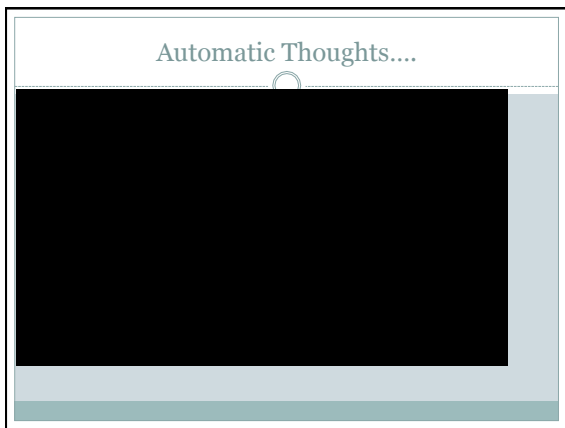
---

---

---

---

---




---

---

---

---

---

---

---

---

**+ THINK... or DIE...**

<b>True?</b>	<b>Demand?</b>
<b>Helpful?</b>	<b>Insist?</b>
<b>Inspiring?</b>	<b>Expect?</b>
<b>Necessary?</b>	
<b>Kind?</b>	

---

---

---

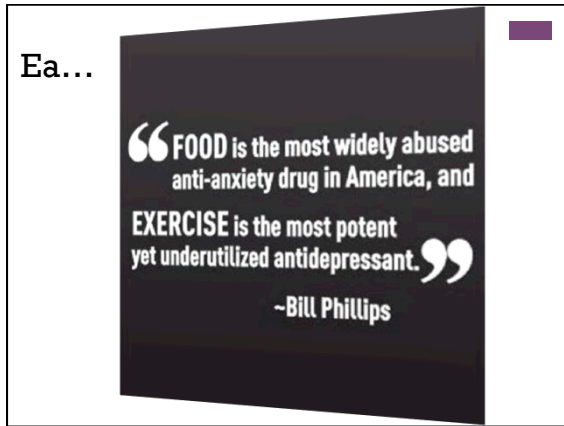
---

---

---

---

---




---

---

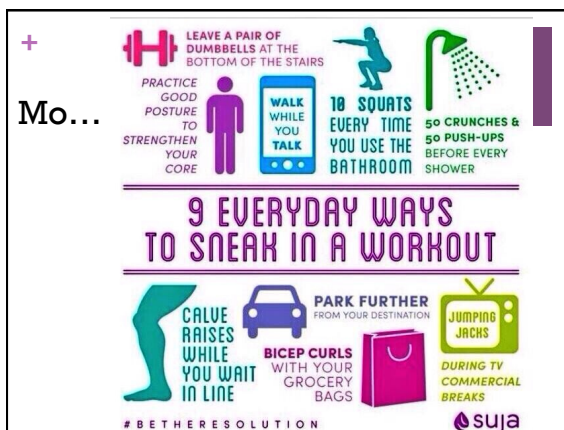
---

---

---

---

---




---

---

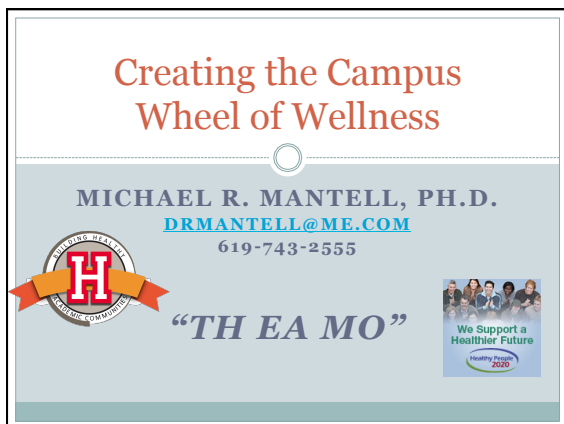
---

---

---

---

---




---

---

---

---

---

---

---